

## DOCUMENT RESUME

ED 119 773

JC 760 166

AUTHOR Broadbent, William A.  
TITLE A Review of the AIDP Project After the First Year.  
INSTITUTION Hawaii Univ., Honolulu. Leeward Community Coll.  
PUB DATE Nov 75  
NOTE 81p.; Computer printouts, pages 65 through 67, may reproduce poorly

EDRS PRICE MF-\$0.83 HC-\$4.67 Plus Postage  
DESCRIPTORS College Faculty; Community Colleges; \*Educational Objectives; \*Grants; \*Junior Colleges; Needs Assessment; \*Program Development; Program Evaluation

IDENTIFIERS \*Advanced Institutional Development Program; AIDP; Leeward Community College

## ABSTRACT

This document provides an assessment of the progress Leeward Community College has made toward fulfilling the objectives of its five-year 1.4 million dollar Advanced Institutional Development Program (AIDP) grant at the end of the first year of funding. Essentially, the objectives of the project fall into four major program areas: community outreach, student services, curriculum development, and institutional renewal/staff development. The first year objectives in each area are identified, and the degree to which the objectives were realized are evaluated on the basis of relevant criteria. In most cases, objectives were met at least in part, though in some cases, priorities changed or unanticipated complications were encountered. Many faculty members showed skill and energy in their individual pursuit of AIDP project objectives. However, some faculty members appeared indifferent to the project. As part of the general staff development exercise, a faculty needs assessment survey was conducted. The results of the survey, and the survey instrument are appended. (Author/NHM)

\*\*\*\*\*  
\* Documents acquired by ERIC include many informal unpublished \*  
\* materials not available from other sources. ERIC makes every effort \*  
\* to obtain the best copy available. Nevertheless, items of marginal \*  
\* reproducibility are often encountered and this affects the quality \*  
\* of the microfiche and hardcopy reproductions ERIC makes available \*  
\* via the ERIC Document Reproduction Service (EDRS). EDRS is not \*  
\* responsible for the quality of the original document. Reproductions \*  
\* supplied by EDRS are the best that can be made from the original. \*  
\*\*\*\*\*

ED119773

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

A REVIEW OF THE  
AIDP PROJECT AFTER  
THE FIRST YEAR

William A. Broadbent

November 1975

Office of Institutional Research  
Leeward Community College  
University of Hawaii

## TABLE OF CONTENTS

	Page
Introduction.....	1
The Actual Process of Implementation and Resulting Implications for Evaluation.....	9
Community Outreach	
1.1.1 Community Needs Assessment.....	11
1.1.2 Outreach Counselor Training.....	13
1.1.3 Fundamental Skills Tutor Training Program.....	15
1.2.1 Community Information Resource Center.....	17
1.3.1 Interdisciplinary/Intercultural Drama.....	19
Student Services	
2.1.1 Kokua Center.....	21
2.2.1 Computerized Registration.....	24
Curriculum Development	
3.1.1 Fundamental Skills Curriculum Development.....	26
3.1.2 Evaluation of Community Studies Program.....	28
3.1.3 Women's Studies Program Formulation.....	30
3.2.1 Automotive Technology: Cut-away Automotive Model.....	32
3.2.2 Computer-Assisted Instruction.....	34
3.2.3 Individualized Instructional Materials, Chemistry.....	36
3.2.4 Instructional Media and Materials Development.....	39
3.4.1 Learning Laboratory Centers Development.....	41
Institutional Renewal and Staff Development	
4.1.1 Institutional Research.....	43
4.1.2 Planning, Management, and Evaluation System.....	46
4.2.1 Community Services Operational Manual.....	48
4.3.1 Staff Development.....	50
Conclusion.....	53
Appendices	
Appendix A - Faculty Needs Assessment Statistical Differences.....	55
Appendix B - AIDP Staff and Instructional Development Questionnaire.....	68
Appendix C - Materials and Products Produced or Purchased as Part of Curriculum Development Project 3.2.3.....	75

## Introduction

On June 13, 1974, Leeward Community College was notified that it was the recipient of an Advanced Institutional Development Program grant. The grant was in the sum of 1.4 million dollars and was to be expended over a period of five years.

Because of the size of the grant, there was a requirement that the college spend six months planning how the money was to be used. The guidelines for this planning stressed the need for specificity and the logical exposition of activities addressed to project objectives. The project objectives and related activities were to be based on the ideas expressed in general terms in the original proposal. This proposal had been prepared by the Associate Dean for Special Programs and Community Services. Essentially, four major program areas were addressed therein: community outreach, student services, curriculum development, and institutional renewal/staff development.

Four planning task forces made up of faculty and administrative staff members were organized. This involved about 65 members of the college staff. Their efforts were coordinated by the Director of Institutional Research and the Associate Dean for Special Programs and Community Service.

In October, all of the materials prepared by the various task forces were forwarded to the Director of Institutional Research who then prepared the planning document. The planning document was organized into sets of planning portfolios. The long-range portfolios addressed themselves to objectives, activities, and evaluation criteria relative to the entire project life. The short-term portfolios, which were interfaced with the respective long-range planning document, were directed at interim objectives, activities and evaluation criteria that could be pursued in the first year. As such, both the long-range and short-term planning portfolios

had the salient elements of an evaluation design contained therein. For instance, the short-term planning portfolios, which are the principal concern of this first year evaluation, specified the objectives which were slated for realization at the end of the first fiscal year. These objectives were expressed in a manner amenable to measurement within a specified timeframe.

Evaluation criteria were made overt and the sources of data were also spelled out. Monitoring of the particular project efforts was facilitated by a schedule of activities.

In March, funds for implementation were finally received. A Project Coordinator was hired and implementation begun albeit a bit late. This delay in implementation required that evaluation activities also be adjusted and the timeline be revised. The period covered by this review is March 15, 1975 to October 1, 1975.

#### An Overview of the Long-Range AIDP Project

In order to better understand the activities that took place in FY-75 and in the first few months of FY-76, it is necessary to have an overview of the long-range intentions of the AIDP program. The institutional development program has a broad range of concerns.

#### 1. Community Outreach

In the area of community outreach, project emphasis is directed at increasing the college's commitment to public service and off-campus delivery of educational services. There are three major parts on which attention is to be focused.

##### a. Off-Campus Educational Services:

The college is seeking to revise the traditional instructional approach which has been taken in the existing satellite learning centers, such as the Waianae-Nanakuli Education Center, with more flexible and clientele-

oriented programs. This involves implementation of the "fundamental skills" programs that have proved successful on campus, these "fundamental skills programs" include special courses in remedial math, reading, and writing. Basically, the project involves training tutors and outreach counselors who are assigned to work at various off-campus centers under the supervision of LCC instructors. This program is an extension of the Higher Education Title I project. In this project, LCC students and selected community members are trained as reading tutors and assigned to work at various off-campus locations. This is done under the supervision of LCC faculty. As part of the project, the tutor's training program is being extended to include not only reading but also remedial math, writing, English as a second language, counseling, and guidance.

A community needs assessment is also a part of this project component.

b. Community Information Resource Center:

As part of the project effort, LCC is seeking to become an information clearinghouse for the community. To do this, a community information and referral system is being incorporated into existing library operations. The focus of this program effort is to establish a community-oriented resource, referral, and research center as an integral part of the existing library facility. Leeward faculty who want to incorporate community-oriented materials in their classes and students who want to do research projects based on local community data, will be the primary beneficiaries of the Community Information and Resource Center. However, members of the community may also make use of this resource.

c. A third component involves the promotion of inter-cultural educational programs. These programs are designed to enhance and preserve the tradition of the culturally diverse community. This project makes

extensive use of the college's resources and facilities, particularly the recently completed theater-classroom complex.

One of the purposes of this project will be to extend opportunities for careers in the performing arts to ethnic minorities in the Leeward-Central Oahu areas. It will also seek to identify and develop local talent in the culture and the arts.

## 2. Student Services

There are two major thrusts in the student services area.

- a. The project is reorganizing and intergrating the various services LCC presently provides students. A KOKUA CENTER and CAREER DEVELOPMENT CENTER are being established.\* Operations, procedures, informative materials and staff training programs to activate the KOKUA CENTER are being developed. Existing programs of student employment, placement, financial aids, work-study, cooperative education, career guidance, and counseling are being integrated physically and programmatically. The integrated CAREER DEVELOPMENT CENTER will enable LCC to provide more concentrated and direct services for students.
- b. The second part of the student services effort involves a revision of our registration process. A computer-oriented system will be developed which will allow the schedule to be generated from data emanating from student advisement. The purpose of this project is to create a highly integrated system of course scheduling and registration based on information obtained from students through the academic advising process. This infor-

---

\*This center was originally described as a Student Services Center. However, the emphasis has varied and those assigned to the center thought the name change appropriate.

mation is to be stored through appropriately developed computer-based information files.

### 3. Curriculum Development

The major emphasis of AIDP is in the area of curriculum development. As part of this project effort, the existing curricula will be received, evaluated and revised as necessary.

Major efforts in the area of curriculum for both liberal arts and vocational-technical education involves evaluation and revision of existing curricula, instructional materials, and the teaching methodologies. The college is also making use of AIDP to improve the various instructional support mechanisms. The specific nature of these activities is discussed below:

#### a. Curriculum Revision

The curriculum revision aspect of the AID program focuses on enhancing career opportunities and developing satisfying life styles. To accomplish these program efforts, a Program Development Specialist has been hired to monitor available information on employment trends and students' needs, to coordinate program development activities, and to seek additional sources of fiscal support. The Program Development Specialist has the responsibility of assisting faculty participants of the Advanced Institutional Development project in developing and writing individual project plans. He also is responsible for promoting internal articulation between existing vocational-technical and liberal arts programs. This information is to be referenced against the existing courses and curricula, particularly in the occupational program areas.



The Staff Development Specialist, also employed through the auspices of AIDP, is scheduling needed workshops and in-service training sessions in the areas of curriculum planning and program design.

b. Instructional Materials Development

The activities involved in this portion of curriculum development effort consist of the following major components:

- (1) In-service training workshops for instructors in the area of media and materials development are being organized as necessary.
- (2) Instructors who participated in the preliminary training workshops are given summer stipends and appropriate resources to work on materials revision and developmental projects. The selection of courses and participants is made on the basis of project proposals developed by the faculty throughout the project period.

c. Revision of Existing Teaching Methodologies

This program has four major substantive thrusts. It is designed to:

- (1) make faculty members aware of learning differences among students;
- (2) acquaint them with the possible influence of cultural differences in learning patterns;
- (3) provide staff members with an awareness of all of the alternative approaches that can be used to teach their particular subject, and
- (4) encourage staff members to develop one or more alternate strategies to teach their particular subject area.

d. Improving Administrative and Support Mechanisms for Curriculum Development

The activities included in this program involve:

- (1) the development of a taxonomy of objectives for all college programs,
- (2) the creation of an ad hoc committee to examine the existing internal curriculum review process, and
- (3) the reorganization of the various learning laboratory centers into a four- or five-cluster system with centralized coordination through the Office of Educational Services.

Initially, two new programs are being planned through use of AIDP funds.

These are programs in "women's studies" and "child care specialist training."

The proposals initiating these programs specifically identify these programs as being "provisional." Their implementation is stated as being clearly conditional pending approval of the BOR and the identification of alternate support funds.

4. Institutional Renewal and Staff Development

The final area of attention addressed in the long-range AIDP project involves institutional renewal and staff development. There are three basic areas of activity which are as follows:

- a. The first project effort in this area involved the development of an Office of Institutional Research. This was part of the original proposal. This has been largely accomplished with the use of general funds. However, AIDP resources have been employed to create the necessary supporting mechanisms. The creation of an institutional research capability at an earlier date than planned has been advantageous, given the substantial planning and evaluation requirements inherent in AIDP.

- b. A second major effort in this area involves the process of developing a Planning, Management, and Evaluation (PME) system. This is a requirement of the project. The PME is somewhat similar to PPBS. However, in the former the emphasis is placed on performance as opposed to fiscal data. As such, the system is complementary to the existing PPBS apparatus. No duplication of function should result.
- c. Finally, a staff development component is being undertaken to complement and support activities planned for this area.

The Actual Process of  
Implementation and Resulting  
Implications for Evaluation

The required long-range planning document was forwarded on December 10, 1974. This was twenty-one days before the deadline. Due to heavy workload, the Federal Project Officer was unable to peruse the material until February. On February 5 she met with the Director of Institutional Research and the Associate Dean of Special Programs and Community Services to review the document. Her comments and suggestions were noted and an addendum was prepared. On receipt of the addendum, the project was approved and the release of federal funds occurred on March 12, 1975. Project implementation was under way by April 1, 1975.

The college, working on the assumption that funds would be released, did begin some activities as of the first of the year. However, most projects involving direct expenditures of money did not begin until the fourth quarter of FY-75. The objectives slated for these projects presume a full six months of implementation. In order to fairly assess the success of project efforts towards the realization of these objectives, the timeline was moved forward to October 1, 1975.

The projects which were undertaken during the first PME, or implementation cycle, were the following:

- 1.1.1 Community Needs Assessment
- 1.1.2 Outreach Counselor Training
- 1.1.3 Fundamental Skills Tutor Training Program
- 1.2.1 Community Information Resource Center
- 1.3.1 Interdisciplinary/Intercultural Drama
  
- 2.1.1 Kokua Center
- 2.2.1 Computerized Registration
  
- 3.1.1 Fundamental Skills Curriculum Development
- 3.1.2 Evaluation of Community Studies Program
- 3.1.3 Women's Studies Program Formulation
- 3.2.1 Automotive Technology: Cut-away Automotive Model
- 3.2.2 Computer-Assisted Instruction
- 3.2.3 Individualized Instructional Materials, Chemistry
- 3.2.4 Instructional Media and Materials Development
- 3.4.1 Learning Laboratory Centers Development
  
- 4.1.1 Institutional Research
- 4.1.2 Planning, Management, and Evaluation System
- 4.2.1 Community Services Operational Manual
- 4.3.1 Staff Development

What follows is a cursory evaluation of the various project efforts in terms of performance objectives, other evaluative criteria and prescribed activities. The evaluation is designed around the organization of the short-term planning portfolios.

Community Outreach 1.1.1  
Community Needs Assessment

First Year Objective

At the conclusion of the first PME cycle, an instrument appropriate for a community needs assessment will have been developed and tested for validity and reliability.

Realization Assessment

This objective was realized. During the spring semester, the Director of Institutional Research and the Associate Dean for Special Programs and Community Service held several conferences to discuss the community needs assessment. It became apparent that the Associate Dean was interested in administering several types of inventories relative to community needs. She also indicated a desire to have data at an earlier date than had originally been considered. As a consequence, the Director of Institutional Research recommended that the services of a consultant be obtained to facilitate the collection of the desired information.

Three organizations, having established expertise in this area, were invited to submit proposals. Consultations were held with two island firms and one mainland group. All three organizations prepared proposals. The one deemed most appropriate was that submitted by Educational Evaluation Associates (EEA). Dr. Marvin Alkin, of EEA, who is also a Professor of Education at UCLA and was Director for the Center of Evaluation, was selected as the consultant to carry out the work statement.

He made an on-site visitation during the week of August 17. During that week, he met with the AIDP Coordinator, the Associate Dean of Special Programs and Community Service, the Director of Institutional Research, and Provost. He toured

the areas to be surveyed, met community leaders and members of the college's administrative council, and collected census data. He also prepared a draft of the basic questionnaire to be used which he referenced against the Associate Dean for face and construct validity.

Dr. Alkin concluded that as many as seven samples would be necessary as the area to be studied is extremely heterogeneous. A supplementary interview schedule was also prepared to obtain necessary information from more traditional communities in the general college attendance area. The mail questionnaire will be used in the newer, more affluent areas such as Mililani Town.

Dr. Alkin returned in November to train interviewers. He also worked with the new Coordinator of Community Educational Services. The consultant's contract specifies that he will perform the data analysis and prepare a report no later than January 1, 1976. Because of the expanded nature of the project, the contract is being amended to provide for additional compensation. Ongoing activities in the area of community needs assessment will be monitored by the Coordinator of Community Educational Services. Computer generated samples are being provided by the programmer attached to the Office of Institutional Research.

#### Other Evaluative Criteria

##### Criterion 1

The interview schedule will have a substantial degree of face and construct validity.

##### Assessment

All instruments have a substantial degree of face and construct validity.

Community Outreach 1.1.2  
Outreach Counselor Training

First Year Objective

At the conclusion of the first PME cycle, 40 or more community outreach employees will have received 20 or more hours of in-service training in the areas of counseling and guidance.

Realization Assessment

This objective cannot be said to have been completely realized given the six months timeframe originally specified.

The Associate Dean of Special Programs and Community Service and the designated counselor are presently developing specific operational formats and timelines for the in-service training of existing outreach counselors and new staff. It is anticipated that the purpose intended in the original objective will be realized although on the basis of the revised schedule.

Other Evaluative Criteria

Criterion 1

Forty or more community outreach employees will receive 20 or more hours of in-service training in the area of counseling and guidance.

Assessment

The schedule for in-service training could not be met. A revised schedule for implementation of these in-service activities has been arranged.

Criterion 2

At least 30 of the seminar participants will score 80% or higher on a post-test dealing with counseling and guidance techniques.



Assessment

The seminar will be held during the spring of 1976. This and other seminars will be conducted by a designated counselor.

Community Outreach 1.1.3  
Fundamental Skills Tutor Training Program

First Year Objective

At the conclusion of the first PME cycle, 90% of the community outreach staff will have received 40 hours or more of intensive in-service training in the area of fundamental skills teaching methodologies.

Realization Assessment

This objective was not realized. The projected activity is closely associated with and dependent upon a complementary project in the area of curriculum development.

The operational design and the staffing pattern at the existing off-campus education center are being modified to emphasize delivery of the fundamental skills program.

Progress in the fundamental skills program is dependent upon progress in the complementary curriculum development project.

Other Evaluative Criteria

Criterion 1

A plan for recurrent training of community outreach staff in teaching fundamental skills will exist and be termed adequate by the Evaluation Committee of the Office of Institutional Research.

Assessment

Such a plan is presently being formulated.

Criterion 2

At least four members of the community outreach staff will receive 40 hours

or more of in-service training in the areas of teaching mathematics, reading, and oral and written communications.

Assessment

A plan for such in-service training is presently being prepared.

Criterion 3

The prospectus of the off-campus education center at Waianae-Nanakuli will reflect the shift to fundamental skills training.

Assessment

A revised prospectus is under preparation.

Community Outreach 1.2.1  
Community Information Resource Center

First Year Objective

At the conclusion of the first PME cycle, the following activities requisite to the development of a Community Information and Resource Center (CIRC) will have been accomplished:

- (1) An Advisory Committee will be formed.
- (2) An information referral system will be designed.
- (3) An inventory of materials appropriate for inclusion in the center, which are presently available on campus, will be completed.
- (4) A preliminary list of necessary resources for such a center will be produced.

Realization Assessment

Many of the benchmarks set forth to measure the realization of this objective were achieved. A CIRC Advisory Committee was organized and a member of the LCC library staff was designated to develop an inventory of information services and needs. The library staff member is also conducting research on a preliminary design for CIRC. The information referral system has not been completely designed although a good deal of progress with this regard has been made. A partial inventory of materials also exists but cannot be considered complete. Many of the resources necessary for the center have also been identified.

Other Evaluative Criteria

Criterion 1

An Advisory Committee will report that 75% of the information needs have been identified to date for inclusion in the CIRC files.

Assessment

The library staff reports that it is in the process of analyzing the information needs requirement.

Community Outreach 1.3.1  
Interdisciplinary/Intercultural Drama

First Year Objective

At the conclusion of the first PME cycle:

- (1) Seventy-five percent of the existing drama courses on campus will have been adapted to incorporate on-site training leading to the production of an original play.
- (2) A related series of seminars will have been presented to the general public.

Realization Assessment

The intent of the activities prescribed by this two-part objective was largely realized. However, in terms of the specific measurement criteria, the program fell short.

The experimental project using this interdisciplinary and "learn-by-doing" approach to teaching drama culminated in the production of the play "The Inspector General" at the LCC Theatre.

Twenty-three students enrolled in LCC's drama program were exposed to the total experience of drama production: the study of scripts and their applicability to local situations; the physical discipline of exercise, dance and body movements; speech improvement; and the creative experience of working with actor/teachers on stage.

The learning-by-doing experience was also extended to students who served as the technical crew. Some of these students have since been hired by professional theatre groups including the American Conservatory Theatre.

However, no seminars for the general public were prepared although the public did benefit from the play itself.

## Other Evaluative Criteria

### Criterion 1

Seventy-five percent of the existing drama courses will be adapted to incorporate training in the production of an original play based on local cultural lore.

### Assessment

Some of the existing drama courses were influenced by the project's efforts. Benefits to the instructional program accrued accordingly. However, it would be misleading to suggest that 3 out of 4 of the existing courses were changed substantially as the result.

### Criterion 2

An original dramatic presentation will be produced.

### Assessment

This criterion was met. The play, "The Inspector General," received mixed but generally favorable reviews. The professional actors understandably received the greater number of accolades than did the student amateurs. Many of the students had never participated in a dramatic presentation before. They reported that the experience was "real" and "personally rewarding."

### Criterion 3

Five or more lyceum-type lectures stressing cultural lore, music and dance, and comparative cultural studies, will be prepared and delivered.

### Assessment

These lectures were not held because of the delay in planning caused by the late receipt of funds.

Student Services 2.1.1  
Kokua Center

First Year Objective

At the conclusion of the first PME cycle:

- (1) The plans for renovating the upper level of the administration building will be 90% or more complete.
- (2) Fifty percent or more of the informational materials for the Kokua Center will have been developed.
- (3) The course outline for training the staff of the Kokua Center will have been developed.
- (4) The curricula for two mini-courses in job preparation skills will have been developed.

Realization Assessment

The objective can be said to have been realized in respect to about half of the individual components. With respect to part one of the objective, the criterion can be safely said to have been exceeded. Not only were the plans 100% completed by the end of the first six month's implementation period, the actual construction had been completed.

However, it is more difficult to ascertain whether the second component of the objective was reached. The question of the total number and variety of materials to be produced has never really been clarified. This reviewer is in receipt of one document entitled "Programs, Names, Numbers To Assist You" which appears to span a broad range of informational needs. Unfortunately, this document does not have a Table of Contents and the information appears as random. However, its 25-page length does not require an inordinate amount of time for perusal. There are some omissions however. For instance, three of the administrators who appear on



the college's Table of Organization are omitted from the section dealing with this group. The document was also prepared with different type and the reproduction is of uneven quality. Nevertheless, this represents a first step to improving informative materials for students and the general community.

The course outline for the training staff was completed. However, the same cannot be said for the two mini-courses in job preparation skills. They are still under preparation.

#### Other Evaluative Criteria

##### Criterion 1

Any necessary building plans will be 90% or more complete.

##### Assessment

This criterion was met and exceeded.

##### Criterion 2

Fifty percent or more of the materials envisioned for the Kokua Center will be complete and ready for the printer.

##### Assessment

This is difficult to assess as the project staff is undecided as yet as to what the initial materials inventory for the Kokua Center should consist of. Some materials were ready and others having possible use in the Center had been reproduced.

##### Criterion 3

A course outline for training Kokua staff members will be deemed "adequate" by the Associate Dean of Student Services.

##### Assessment

The course outline is presently being developed.

Criterion 4

Prescribed mini-course curricula in the area of job preparation skills will be deemed "adequate" by the Associate Dean of Student Services.

Assessment

The curricula are presently being developed.

Student Services 2.2.1  
Computerized Registration

First Year Objectives

At the conclusion of the first PME cycle, data processing programs suitable for implementing a computer-centered course scheduling and registration system will be completed and assessed as being viable by the Evaluation Committee of the Office of Institutional Research.

Realization Assessment

This objective was not met within the six months timeframe. However, good progress was made. During the month of August, the Dean of Educational Services visited the Systems and Computer Technology Corporation's offices in Pennsylvania. This firm gave promise of providing the most relevant software package for use by Lee-ward Community College. Plans are currently pending relative to the purchase of their software registration and scheduling programs.

Other Evaluative Criteria

Criterion 1

A defensible computer-centered scheduling and registration system inclusive of all basic computer programs will have been acquired.

Assessment

The programs have not been purchased as of the specified assessment date. However, a decision on a product had been made.

Criterion 2

On-line programs which render the commercially purchased stock programs compatible with the University of Hawaii's data processing system and its SIS requirements will exist and have been tested.

Assessment

No work has been conducted in this area.

Criterion 3

The survey instruments and computer programs to monitor the effectiveness of the system will have been developed.

Assessment

Given the delay in the purchase of the software programs, work in this area would be premature.

Curriculum Development 3.1.1  
Fundamental Skills Curriculum Development

First Year Objectives

At the conclusion of the first PME cycle:

- (1) A full-time Program Development Specialist with an expertise in curriculum design will be employed.
- (2) The services of a consultant(s) with expertise in fundamental skills development will be obtained.
- (3) A basic design for interdisciplinary instructional programs relative to fundamental skills will be prepared.
- (4) At least 15 members of the faculty will attend 95% of the workshop sessions dealing with the development of instructional programs in the area of fundamental skills.

Realization Assessment

Parts of this objective were realized. A Program Development Specialist was hired in April. The successful candidate began work immediately. Various possible consultants were considered for the resource person for the Fundamental Skills Program. After a good deal of review and several presentations, Dr. Gerald Dykstra of the University of Hawaii at Manoa was contracted to perform these services. His services will be compensated as overload. He will not be treated as an independent contractor.

A basic design for the interdisciplinary instructional programs can be said to exist to the extent to which the term is used in the broadest sense of the word. However, work on a final, detailed design is still in progress.

One planned workshop in the area was held as scheduled. Twenty faculty members attended a two-hour symposium. A decision was made by the developmental faculty to experiment with existing teaching strategies.

#### Other Evaluative Criteria

##### Criterion 1

A program design for fundamental skills package will be developed. The Provost will find the design appropriate for implementation.

##### Assessment

The development and review process has not taken place as yet.

##### Criterion 2

At least three proposals relative to curriculum revision in the area of fundamental skills will be prepared and submitted to the Provost.

##### Assessment

No proposal for specific curricular revisions have as yet been prepared and submitted to the Provost or any other curriculum review unit. However, two proposals for fundamental skills developmental projects were prepared and funded by AIDP for the second year of implementation.

Attention has been directed at the development of intercollege information exchange program and travel to relevant test sites.

Curriculum Development 3.1.2  
Evaluation of Community Studies Program

First Year Objectives

At the conclusion of the first PME cycle:

- (1) A Community Studies Consultant will be appointed by the Provost and charged with the responsibility of reviewing the existing community studies program.
- (2) An evaluation report will be forwarded to the Director of Institutional Research.
- (3) The evaluation report and critique of same will be forwarded to the Provost.

Realization Assessment

Considerable frustration was encountered in the pursuit of this objective. Early in April the Social Science Division, in conjunction with the AIDP Project Coordinator, developed a "scope of services" statement that seemed appropriate.

Late in April the Social Science Division Administrative Committee contacted Pan Pacific Research Consultants to determine whether they could conduct the review and evaluation required. The vitae of the consultants were reviewed and the staff skills represented therein seemed appropriate. A contract was prepared and submitted for approval by the University. Unfortunately, from the standpoint of this particular contract, many of the employees of Pan Pacific also happened to be full-time staff members of the University of Hawaii at Manoa. This created a potential problem and the contract was, as a consequence, aborted.

During the period in which this contract was being negotiated, the Director of Institutional Research requested from the contractor an evaluation report relative to the progress made to that date. The college received a one-page memorandum

which provided little useful information. The Director of Institutional Research forwarded the report with his comments to the AIDP Project Coordinator. The Coordinator concurred with the criticisms and general sentiment expressed by the Director of Institutional Research.

At the present time, the problem of evaluating the Community Studies Program is being restudied. The program proposal was submitted to the Board of Regents for approval without any third party evaluation.

#### Other Evaluative Criteria

##### Criterion 1

An evaluation report will be submitted to the Director of Institutional Research.

##### Assessment

A report was submitted upon request.

##### Criterion 2

The Director of Institutional Research will find the evaluation report "adequate."

##### Assessment

The Director of Institutional Research did not find the report "adequate." However, the contractor cannot be faulted too much as he was operating without a firm consultant contract.

##### Criterion 3

The Provost and the CADC will find the report and critique of same useful for decision-making relative to the community studies program.

##### Assessment

Because of the nature of the interim report, it was not forwarded beyond the AIDP Project Coordinator.



Curriculum Development 3.1.3  
Women's Studies Program Formulation

First Year Objectives

At the conclusion of the first PME cycle:

- (1) A designated faculty member will have enrolled in two seminars in Women's Studies at the University of Hawaii's Manoa campus.
- (2) A design for a multidisciplinary Women's Studies Program suitable for Leeward Community College will have been developed.

Realization Assessment

The objective was realized. An instructor in sociology was selected as the program coordinator in December, 1974. The college gave her release time for the spring semester 1975 even though the AIDP funds had not been received as yet. The instructor used the release time to attend specific courses at the University of Hawaii at Manoa designed to increase her knowledge in the area of women's studies. As part of her academic work, she prepared a plan for implementing a program at LCC.

In July the framework for the program received tentative approval. During the summer, four instructors and one counselor were designated to implement the program. A permanent Women's Center Facility was not established as of October 1, 1975. However, a student and faculty orientation was conducted during the first week of the semester. By the end of September a consultant had been identified and made an on-site visitation and weekly seminars had commenced.

Other Evaluative Criteria

Criterion 1

The designated faculty member will have enrolled in and successfully completed two courses in Women's Studies.

Assessment

Two such courses were successfully completed by the designated faculty member.

Criterion 2

A preliminary program design will have been submitted to the Provost.

Assessment

A tentative program was submitted as scheduled.

Criterion 3

The Provost will have judged the design to be feasible and appropriate to the college's overall instructional program.

Assessment

The design was deemed sufficiently strong to be implemented on a provisional basis.

Curriculum Development 3.2.1  
Cut-Away Automotive Model

First Year Objective

At the conclusion of the first PME cycle, work on three "working model" demonstration units will be underway and will be evaluated as being one-third or more complete by the Chairman of the Vocational-Technical Division.

Realization Assessment

This objective was fully realized. Early in April 1975 faculty members with the requisite skills were assigned responsibility for the project. Ordering of the necessary hardware commenced as soon as funds were available. Construction began in the summer and work was completed as parts arrived. By July 30, 1975, 95% of the parts and materials had been received.

The three working models were virtually complete by the opening of classes for the 1975 fall semester. At the present time the models are being field tested through use as instructional aids in daily classes. Modifications are being incorporated as they seem necessary.

The Program Development Specialist wrote an informal evaluation report on this project component during the course of the semester. His written commentary was derived from conversations with students and faculty members. The general reaction was favorable.

Other Evaluative Criteria

Criterion 1

Designs for three working models will be complete and in file.

Assessment

Designs for the three working models are in file.

Criterion 2

Eighty percent of the materials ordered will have been received.

Assessment

Over 95% of the materials and parts have been ordered, purchased, and received.

Curriculum Development 3.2.2  
Computer-Assisted Instruction

First Year Objective

At the conclusion of the first PME cycle, a report on the preliminary data bearing on a formative evaluation of the Computer-Assisted Instruction program will be available for review.

Realization Assessment

The report is presently under preparation. The delay is due in part to the changed focus of the evaluation effort. With the realization that existing computer hardware on the Leeward campus is not of the sophistication necessary to perform many of the AIDP-related program plans, attention has focused on justifying new equipment.

CAI in and of itself has not proved to be one of the more popular AIDP project components. It was given the lowest rating in a survey of faculty perceived priorities.

Other Evaluative Criteria

Criterion 1

An evaluation design will be prepared by the Program Evaluator for review and critique by the Director of Institutional Research.

Assessment

Implicit in the report presently under preparation is a type of de facto design. However, no written plan of action was either prepared or reviewed early in the project.

Much of the emphasis on research into differential student performances was deleted as the project got underway. The report is primarily directed to an analysis of the inadequacies of existing data processing hardware on campus.

Criterion 2

Ninety percent of the pilot test data relative to the possible differential impact of CAI on the learning of cultural subgroups on campus will be gathered and summarized.

Assessment

Comparatively little data having a bearing on this question were gathered.

Criterion 3

Ninety percent of the pilot test data relative to the possible "value added" effect on the learning of students exposed to intensive and accelerated CAI in course sequences will be gathered and summarized.

Assessment

Comparatively little data having a bearing on this question were gathered.

Criterion 4

Adequate and relevant data depicting the comparative "cost-effectiveness" of available CAI systems will be gathered and summarized.

Assessment

The report under preparation will provide some of these types of information. However, its emphasis is primarily focused on the technical capabilities and features of various hardware and software systems.

Curriculum Development 3.2.3  
Individualized Instructional Materials, Chemistry

First Year Objective

At the conclusion of the first PME cycle, 25% or more of the instructional materials necessary to support a modularized curriculum in Chemistry will have been developed.

Realization Assessment

This objective was realized and exceeded. Seven sound-on-slide single concepts related to Chemistry 101 and 113 were targeted for developmental efforts. Priority was given to topics which generally create the most problems for students. Preliminary modules suitable for single-concept programs were initially identified.

Once modules were selected, the following format was employed:

- (1) Identification of target group(s) and entering behavior required, if any,
- (2) Listing of specific student performance objectives,
- (3) Development of program outline,
- (4) Development of script and storyboard,
- (5) Development of exercises and post-test,
- (6) Production of slides,
- (7) Production of soundtrack, and
- (8) Production of extra instructional materials such as handouts and workbooks.

With one exception, all programs are currently in the production stage. A delay in production has occurred because the Educational Media Center (EMC) had to meet other priorities and was unable to assist the staff immediately. A suitable working relationship had to be formulated also.

The staff has begun to organize, collect and develop multimedia materials such as slides, overhead transparencies, videotapes, films, filmstrips, audio-tape cassettes,

and handouts to supplement 19 lectures in Chemistry 101 and 113. All relevant materials have been identified and organized under topical headings. This will provide any instructor with a bank of multimedia materials to draw from and be used with his/her discretion.

Working from previous schedules of lecture-discussions, priorities were first assigned based on difficulties previously encountered in delivering them. In some cases, lectures are adequately supplemented with existing handouts. Once an inventory of existing materials was compiled, materials were then organized, and developed. The major activity involved photographic reproduction of existing textual illustrations and diagrams. The following sequence of activities was observed in this developmental activity:

- (1) Identification of target group,
- (2) Outline of topical content of the lecture,
- (3) Identification of material for photo-reproduction into slides,
- (4) Photocopying and processing of film,
- (5) Listing of captions for slides, and
- (6) Compilation of all relevant multimedia materials under the specific lecture heading incorporating existing inventory and specific references.

Several commercially available materials including audiotape/filmstrip, molecular models, slides and overhead transparencies were previewed and/or purchased. These will be utilized to augment lectures and provide audio-tutorial assistance to students. Ultimately, audiotape/filmstrip programs will be adapted and reorganized into a number of shorter, more effective, single-concept sound-on-slide programs.



Refer to Appendix C for a listing of the specific products produced and/or purchased as of the end of the first six months of implementation.

#### Other Evaluative Criteria

##### Criterion 1

The various products will be produced in the numbers specified in the "Program Activities Description" by the target date.

##### Assessment

The specified benchmarks were reached with respect to the desired media products. However, progress and interest evidently lagged with respect to the Computer-Assisted Instruction products. The specified products were not produced within the six-months timeframe.

##### Criterion 2

The Evaluation Committee of the Office of Institutional Research will report that 60% of the materials are of "good" quality and that 95% are at least "acceptable."

##### Assessment

Those charged with the quantitative evaluation of materials have consulted with subject matter specialist and media technicians. They have been advised that the materials produced to date are relevant and good quality.

Curriculum Development 3.2.4  
Instructional Media and Materials Development

First Year Objectives

At the conclusion of the first PME cycle:

- (1) A full-time Media Specialist and part-time Photographer will have been employed.
- (2) At least 35 members of the faculty will have attended 90% of the sessions of a workshop on media and materials development.
- (3) Fifteen or more members of the faculty will have submitted individual proposals for materials development projects.

Realization Assessment

Two out of the three components of this objective were attained.

A full-time Media Specialist and part-time Photographer were employed and have already assisted on many project efforts.

However, the goal of having 35 people attend media workshops was not met. Two such workshops were held. About 7 or 8 faculty members attended one workshop. About 12 attended the second.

The interest in individual materials development projects was quite high. Over eighty individual project proposals were turned in. Twelve of these were eventually funded.

Other Evaluative Criteria

Criterion 1

An in-house evaluation of the media workshop will conclude that the minimal objectives were attained.

Assessment

No systematic in-house evaluation of these two particular workshops was conducted. However, the general feeling of the project staff was that the faculty reaction was positive.

Criterion 2

A review of the evaluation report by the Director of Institutional Research will find the in-house report "defensible."

Assessment

No formal evaluation report was forwarded to the Director of Institutional Research relative to these two workshops. However, evaluation reports on other workshops were prepared and forwarded by the Staff Development Specialist.

Curriculum Development 3.4.1  
Learning Laboratory Center Development

First Year Objectives

At the conclusion of the first PME cycle:

- (1) A report relative to available floor space appropriate to Learning Laboratory Center clusters will have been prepared.
- (2) A report relative to the best possible patterns of Learning Laboratory Center consolidations will have been prepared.

Realization Assessment

This objective can be said to have been realized in part. While the reports were not available at the time specified in the schedule, a good deal of work necessary for their preparation had been completed.

A Steering Committee was organized in February to supervise the execution of activities relative to this particular program component. This committee worked with the Faculty Senate Learning Resource Committee. The new committee has representatives from all divisions. A draft report prepared by the AIDP staff dealing with available facilities was reviewed by the Steering Committee on March 30, 1975.

The AIDP staff also distributed a questionnaire soliciting information about the preferred patterns of learning laboratory organization in May of 1975. About 50% of all faculty members returned their questionnaires. The Program Development Specialist, who is now designated as the coordinator of this activity, is still in the process of assessing the results and obtaining supplementary information.

As part of this effort, a distinction has been made between that which constitutes a "learning laboratory" and that which involves a "learning resource center." A

learning laboratory is defined as a place where individualized learning experiences and small group interactions take place under the supervision of an instructor or other professional. A resource center performs a somewhat similar function but the nature of the activities is such that supervision is not necessary.

Unanticipated difficulties in identifying complementary academic disciplines for inclusion in the various clusters have caused some unanticipated delays.

#### Other Evaluative Criteria

##### Criterion 1

A facilities usage report, inclusive of possible Learning Laboratory Center clusters, will be prepared and in file.

##### Assessment

This exists in rough draft form.

##### Criterion 2

A report dealing with the preferred patterns of clusters arrangement will be prepared and in file.

##### Assessment

This report has not been drafted as yet. The analysis is as yet incomplete.

Institutional Renewal and Staff Development 4.1.1  
Institutional Research

First Year Objective

At the conclusion of the first PME cycle, an Office of Institutional Research will have been made operational.

Realization Assessment

This objective was realized.

By October 1, 1975, a Director of Institutional Research had been employed for over a year. A full-time clerk-steno II had also been employed to support the position. All necessary paperwork to establish the positions of Administrative Computer Programmer and Key Punch Operator had also been prepared and processed. These latter two positions, funded through the supplemental AIDP grant, are also to be incorporated into the Office of Institutional Research. The Administrative Computer Programmer was subsequently employed October 6, 1975. The position of Key Punch Operator is still pending. The organizational chart and position descriptions are on file.

Other Evaluative Criteria

Criterion 1

The person hired as Director of Institutional Research should be qualified as determined through a review of his vita, personnel file, interview and recourse to references.

Assessment

The procedures alluded to were in fact followed.

Criterion 2

A person shall be employed as Director of Institutional Research on or before July 15, 1974.

Assessment

The Director of Institutional Research was employed on July 15, 1974.

Criterion 3

Appropriate support staff in the areas of stenographic skills and data processing shall have been assigned as appropriate.

Assessment

Student help and casual hires were employed to provide clerical support during the greater part of the year. The Office of Institutional Research was lucky in obtaining the services of two high competent individuals on a temporary basis. One of these temporary hires eventually was employed as the regular clerk-steno. The other became the regular clerk-steno supporting the AIDP Coordinator.

Criterion 4

Necessary office space and equipment shall have been provided.

Assessment

This condition continued to improve throughout the year. However, in all honesty, the temporary conditions were less than optimal. The Director of Institutional Research was located at one end of the Administration Building while his secretary was located at the other. For a good part of the year, prior to that arrangement, they shared a very small office. The quarters presently occupied by the Office of Institutional Research are quite adequate.

Criterion 5

The AIDP Planning Document shall have been prepared in such a manner that it reflects the optimum of faculty input, and, and the same time, provides a substantial degree of internal logic and continuity.

Assessment

The AIDP Planning Document would seem to represent a reasonable synthesis given the two considerations which did not always seem compatible.

Criterion 6

The AIDP Planning Document shall be inclusive of elements that may facilitate an evaluation of the first year's effort.

Assessment

The preparation of this document was facilitated by the organization of the short-term planning portfolios.

Criterion 7

Research needs having high priorities shall be identified, and preliminary efforts at data collection shall have been initiated.

Assessment

Two concerns were given major priority--a study of class schedule changes, and a profile of entering students. Both studies were successfully conducted, and reports were prepared relative to the findings before September 1, 1975.



Institutional Renewal and Staff Development 4.1.2  
Planning, Management, and Evaluation System

First Year Objective

At the conclusion of the first PME cycle, a PME master plan will have been developed and salient elements tested and found viable through the process of implementation.

Realization Assessment

A PME master plan was developed and incorporated into the AIDP Planning Document.

At the request of the Federal Project Officer, those elements of the PME system designed to monitor the AIDP project itself were deleted from the plans for subsequent years.

The college has been experimenting with the ADABAS information retrieval system and the NCHEMS Resource Requirements Prediction Models since July 1975. Memoranda regarding the shortcomings and capabilities of the ADABAS system have been prepared and disseminated as appropriate.

Other Evaluative Criteria

Criterion 1

A taxonomy of long-range, program level objectives for AIDP will exist.

Assessment

Such a taxonomy was developed and does exist.

Criterion 2

Specific short-term planning portfolios, inclusive of relevant objectives, will exist for FY-75.

Assessment

Such short-term planning portfolios were developed and do exist.

Criterion 3

Specific short-term planning portfolios, inclusive of relevant objectives, will exist for FY-76.

Assessment

At the request of the Federal Project Officer, these activities were deleted from the PME component. Primary responsibility for most short-term planning activities now rests with the Program Development Specialist.

Institutional Renewal and Staff Development 4.2.1  
Community Services Operational Manual

First Year Objective

At the conclusion of the first PME cycle, a staffing plan for community outreach inclusive of position descriptions, operational procedures and support mechanisms will have been developed and approved for implementation by the Provost.

Realization Assessment

This objective has been realized. "Notice of Vacancy," "Position Descriptions," "Organizational Charts," and the "SF-1" forms for the following positions have been prepared and processed:

Front-of-House Manager

Theater Technical Director

Coordinator of Community Educational Services

Coordinator of the Extended Day Program

Clerk-Typist II

The positions descriptions and organizational charts are on file.

Other Evaluative Criteria

Criterion 1

A review of the minutes of the Community Services Advisory Board will reveal that in no fewer than four meetings, a major topic of discussion has involved job role analysis.

Assessment

No Community Services Advisory Board was created as had been originally planned. However, as of November 1975, this board is in the process of being organized.

### Criterion 2

An organizational chart depicting the relationship of the Community Services staff with the rest of the college, and an Operational Procedures Manual for Community Services, will be reviewed by the Evaluation Committee of the Office of Institutional Research and termed "adequate."

### Assessment

On August 28, 1975, the Director of Administrative Services revised the Table of Organization in accordance with a request from the Chancellor of the Community Colleges. The T/O format shows supervisory relationships, but does not conform to the PPB Level IV appropriations or allocations. However, the overall campus position count is at the allowable 244 general fund allocation limit. The Community Outreach Program is depicted as part of Chart III under the rubric "Public Service."

The Evaluation Committee of the Office of Institutional Research has not had an opportunity to review the Table of Organization. However, the Chancellor's Office has reviewed it and found it "adequate."

### Criterion 3

A five-year projection of future staffing plans in the area of community services will be prepared, reviewed, and assessed as being "defensible" by the Director of Administrative Services.

### Assessment

The Director of Administrative Services is presently undertaking a review of the long-range staffing projections for the college. The college is presently operating on a long-range staffing pattern developed in the summer of 1974. There have been some modifications of this plan as the result of actions by the State Legislature.

Institutional Renewal and Staff Development 4.3.1  
Staff Development

First Year Objectives

At the conclusion of the first PME cycle:

- (1) The college will have designated and staffed an Office of Staff Development.
- (2) The faculty will have achieved a high degree of consensus as to the basic rudiments of a viable staff-development mechanism.
- (3) The college will have established a clear set of priorities in the area of staff development.

Realization Assessment

This set of objectives was partially realized. On June 1, 1975, an individual having appropriate qualifications was employed in the capacity as Staff Development Specialist. A typist had been employed two weeks previously to support that position and the one of Program Development Specialist.

The other two parts of this objective were also largely realized. The Staff Development Specialist, with the assistance of the Director of Institutional Research, developed an instrument for ascertaining the perceived priorities relative to staff development of the teaching faculty.

This questionnaire was distributed by the Staff Development Specialist as part of the divisional meetings during the last week of August 1975. The method of administration was not uniform, however. In some cases, respondents were allowed to take the questionnaire home. The Office of Institutional Research computed various measures of central tendency and assessed the statistical significance of differences between the faculty's ratings of their "awareness of" and "interest in" various staff development topics. The difference in the two sets of ratings was significant

in 29 of the 50 items. These data are reported in Appendix A, Table 1. Factorial Analyses were also computed for the various items to identify patterns of inter-relationship. These data are reported in Appendix B, Tables 2, 3, and 4.

### Other Evaluative Criteria

#### Criterion 1

A full-time staff development specialist and half-time stenographer will be employed as scheduled.

#### Assessment

A staff development specialist and part-time clerical support person were hired. However, this was not done in accordance with the prescribed timeline. Because of the delay in funding, the staff development specialist was not employed on March 15, 1975, but on June 1, 1975.

#### Criterion 2

A qualified consultant in the area of staff development will spend ten days on campus analyzing and suggesting developmental activities.

#### Assessment

Two consultants from Florida Junior College, this college's cooperating institution, visited the campus between April 27, 1975 and May 9, 1975. During this period, they worked with the AIDP Project Coordinator and the AIDP Program Development Specialist. Unfortunately, the Staff Development Specialist was not on board as yet.

The workshops were directed at administration, faculty, and classified staff. Attendance and data relative to the attendees' satisfaction with the workshops were gathered by the Program Development Specialist. These data were reviewed,

and an "eyeball" assessment was prepared by the Project Coordinator. The report stated that:

"The workshops were not heavily attended, with three to ten participants present at each session. Those in attendance, however, rated the workshops very favorably."

In the view of the Project Coordinator, the consultants did describe to his staff the key elements of the staff development process. However, there does not appear to be any documentation to support that part of the work statement which states that "...the consultant will develop elements of preliminary in-service training design, including procedures, mechanics and format for continuing workshops, simulating and training sessions." There is also little record left of devices prepared for the "...on-going evaluating and monitoring mechanics for staff development activities."

The AIDP staff feels that the critique of LCC long-range comprehensive staff development programs was brief but adequate. In general, the AIDP staff is of the impression that the terms of the memorandum of agreement were fulfilled in spirit and substance if not to the letter.

### Conclusion

In the spring of 1975 Leeward Community College's AIDP effort got off to a delayed but, nonetheless, successful start. Leeward had no responsibility for the delay but it did have to cope with the consequences. These adjustments required that evaluation benchmarks be moved forward and the schedules be adjusted.

Work was started in all areas designated for attention in the short-term planning portfolios. In most cases, objectives slated for realization were met at least in part. In others, priorities changed or complications not anticipated were encountered. These caused delays. Some of the project efforts showed early evidence of true promise while others gave indications of needing reevaluation.

Many faculty members showed skill and energy in their individual pursuit of AIDP project objectives. However, other faculty members continued to appear indifferent to the project itself. To be successful, a greater proportion of the staff should be involved in one way or another.

The inhouse communication organ has been continued but with a different format. Four issues of the "AIDP Journal" have been produced to date.

Some gaps in the institutional development efforts revealed themselves as implementation was accelerated. The only academic support projects involved media. There were no projects aimed at the improvement of the library services presently offered.

Two of the largest projects that have emerged in the second cycle of implementation involve developmental skills. While such endeavors are clearly worthwhile, the amount of emphasis seems disproportionate.



There appears to be a very limited number of project efforts which have a direct bearing on increasing success in transfer to an upper-division or four-year college. A large segment of the community has indicated that a BA or BS degree is clearly an educational and social aspiration for their children. Some attention to articulation concerns would seem warranted.

Other project efforts appear to have been perpetuated in the face of apathy and in some cases antipathy. The Computer-Assisted Instruction project was rated lowest of all possible project concerns in an informal needs assessment. However, the activity continues to be a major component of the curriculum development effort.

In general, the project staff have done a good job in getting a major institutional development effort rolling. They have faced frustrations which would be too numerous to recount. In most cases they have prevailed. Their persistence augers well for the future.

**Appendix A**

**Faculty  
Needs Assessment  
Statistical Differences**

## Analysis of Faculty Needs Assessment

As part of the general staff development exercise it was decided to conduct a needs assessment. This was done with a questionnaire. The Staff Development Specialist developed the instrument with the technical assistance of the Director of Institutional Research. No time was available for validity and reliability testing as the AIDP staff desired to administer the instrument as early in the fall semester as feasible.

Nearly all the professional members of the staff received a questionnaire to react to. Unfortunately, the pattern of administration was not uniform. Some respondents filled them out in groups in a short period of time while others took a day or more to fill them out individually. The return was 41%, or 104 of the staff members. Eighty-five of the respondents were full-time while 19 were part-time.

Section 2 is the heart of the instrument. It is comprised of 50 cues or items that deal with possible staff development concerns. The respondents were asked to rate their "awareness of" each staff development concern on a 5-point scale. They were then asked to rate their "interest in" the particular item mentioned.

The AIDP staff reported that they were interested in comparing the "awareness" rating with the "interest" rating. Differences in the two ratings in favor of "interested in" would tend to suggest the priority areas. In order to determine if the apparent differences were statistically significant and not due to chance, a "t" test for correlated data was computed. As part of the computation, the mean, an indicator of central tendency, was computed. The standard deviation, which provides some insight into the pattern of responses, was also computed.

Significant differences in the two ratings were observed to exist in 29 of the items surveyed. In other words, the statistic allowed us to conclude that the average difference between the ratings involving "awareness of" and "interested in" was real. Any apparent differences in the ratings on the other 21 items were attributed to chance.

In each of the 29 cases deemed significant, the difference in the rating was in favor of the "interested in."

The subject areas where there was the greatest disparity between "awareness of" and "interested in" the topic were those dealing with the "use" of diagnostic tests; information about community needs; and community resources for instruction. "Competency testing" and "diagnostic testing," as a concept in and of itself, were also revealed as areas in which the faculty was interested in increasing their awareness.

In most instances, the standard deviations were quite low. There was no evident broad disparity in the pattern of responses of possible subgroups in the study population. These data are reported in Table 1 and are appropriately labeled for easy reference.

It was also decided to conduct a factor analysis. This technique allows us to explore possible patterns of interrelatedness in the reactions of the respondents. The computer program was directed to search for no more than 8 possible factors. A significance level of 22% was specified. No factor having less than 10 items with 22% or more factor-explained variance was considered.

Two strong factors emerged. One had 25 items having sufficient factor-explained variance to be included and the other had 11. The first factor contained "awareness of" items only and the second was comprised exclusively of "interested in."

Table 1

Faculty  
Needs Assessment

<u>Item</u> <u>No.</u>	<u>Scale</u>	<u>Item</u>	<u><math>\bar{X}</math></u>	<u>SD</u>	<u>"t" Value</u>
1.	<u>Awareness of</u> <u>Interested in</u>	Purposes and uses of cognitive mapping (matching learning style to instructor teaching style).	2.73 3.76	1.40 1.15	-6.28
3.	<u>Awareness of</u> <u>Interested in</u>	The effects of low writing ability on the performance of students in your classroom.	4.00 4.38	1.11 .95	-3.43
4.	<u>Awareness of</u> <u>Interested in</u>	Differences in classroom performance of students from different ethnic/cultural backgrounds.	3.45 4.02	1.22 1.25	-3.69
6.	<u>Awareness of</u> <u>Interested in</u>	The influence of ethnic/cultural backgrounds on learning differences.	3.58 4.05	1.22 1.24	-3.30
12.	<u>Awareness of</u> <u>Interested in</u>	Advantages/disadvantages of self-directed learning.	3.39 3.89	1.09 1.13	-3.74
13.	<u>Awareness of</u> <u>Interested in</u>	Advantages/disadvantages of individualized instruction	3.69 4.14	1.15 1.06	-3.62
16.	<u>Awareness of</u> <u>Interested in</u>	Advantages/disadvantages of computer-generated tests	2.54 3.07	1.30 1.39	-3.45
17.	<u>Awareness of</u> <u>Interested in</u>	Advantages/disadvantages of computer assistance in course management.	2.36 3.13	1.29 1.40	-4.97
18.	<u>Awareness of</u> <u>Interested in</u>	Competency testing	3.00 3.80	1.32 1.17	-5.17

-59-  
Faculty  
Needs Assessment  
(continued)

<u>Item</u> <u>No.</u>	<u>Scale</u>	<u>Item</u>	<u><math>\bar{X}</math></u>	<u>SD</u>	<u>"t" Value</u>
19.	<u>Awareness of</u> <u>Interested in</u>	Diagnostic testing	2.85 3.85	1.36 1.19	-6.51
20.	<u>Awareness of</u> <u>Interested in</u>	Your students' performance on existing diagnostic tests at LCC.	2.67 4.02	1.45 1.11	-8.58
22.	<u>Awareness of</u> <u>Interested in</u>	Relationship between test con- struction/course objectives/ achievement and evaluation.	3.62 4.08	1.16 1.20	-3.42
23.	<u>Awareness of</u> <u>Interested in</u>	Techniques and strategies for staying current in your disci- pline area.	4.14 4.60	.89 .84	-3.96
24.	<u>Awareness of</u> <u>Interested in</u>	Purposes/uses/preparation of video-tapes.	3.00 3.74	1.25 1.19	-6.00
25.	<u>Awareness of</u> <u>Interested in</u>	The effectiveness of counseling/ guidance theories and student performance.	3.07 3.87	1.33 1.27	-5.64
33.	<u>Awareness of</u> <u>Interested in</u>	Purposes/uses of graphics as instructional tool.	2.89 3.41	1.30 1.31	-3.61
34.	<u>Awareness of</u> <u>Interested in</u>	Environmental influence on learning.	3.35 3.86	1.13 1.15	-3.60
36.	<u>Awareness of</u> <u>Interested in</u>	Value of and uses of inter- disciplinary instruction.	3.38 4.10	1.19 1.04	-5.43
37.	<u>Awareness of</u> <u>Interested in</u>	Techniques/strategies of motivating students.	3.59 4.59	1.03 .78	-7.51
38.	<u>Awareness of</u> <u>Interested in</u>	Gerontology/Elderly as special learners.	2.75 3.44	1.27 1.28	-5.14

(continued)

-60-  
Faculty  
Needs Assessment  
(continued)

<u>Item No.</u>	<u>Scale</u>	<u>Item</u>	<u><math>\bar{X}</math></u>	<u>SD</u>	<u>"t" Value</u>
41.	<u>Awareness of Interested in</u>	Rationale for and functions of counseling and guidance.	3.40 3.96	1.21 1.16	-4.29
42.	<u>Awareness of Interested in</u>	Rationale for and functions of career development center.	3.00 3.93	1.28 1.12	-6.58
43.	<u>Awareness of Interested in</u>	The occupational value of liberal arts courses.	3.20 3.71	1.23 1.29	-3.79
44.	<u>Awareness of Interested in</u>	Potential for providing up-grading of occupational skills.	3.00 3.85	1.37 1.35	-5.47
45.	<u>Awareness of Interested in</u>	Information on local community characteristics.	3.21 3.81	1.20 1.24	-4.49
46.	<u>Awareness of Interested in</u>	Information on local community needs.	2.89 4.06	1.24 1.18	-8.44
47.	<u>Awareness of Interested in</u>	Off-campus delivery of instruction.	2.96 3.49	1.35 1.37	-3.91
48.	<u>Awareness of Interested in</u>	Cable TV as an instructional medium.	2.52 3.56	1.36 1.39	-6.85
49.	<u>Awareness of Interested in</u>	Resources in the community for use in your classroom instruction.	3.00 4.04	1.21 1.13	-6.57

The first factor was notable because of its heterogeneity. Most items dealt primarily with instruction. However, items dealing with counseling and the community college as a concept also appeared. Nevertheless, over two-thirds of the items which factored together involved instruction directly. The item having the highest factor-explained variance was that concerned with interdisciplinary instruction (refer to Table 2).

The second, or "interested in," factor was markedly different with respect to substantive content. Only 4 of the 11 items dealt directly with instruction. Evaluation of instruction, student support activities, and interest in community characteristics also appeared as part of this second cluster (refer to Table 3).

Instructors are evidently most aware of things that deal directly with instruction. They are most interested in those things which are tangential and supportive of their primary purpose. Paramount among these concerns appears to be evaluation of student performance and a concern with learning attributes which may be associated with the community environment.



Table 2

First Factor  
Factorial Analysis of  
Staff Needs Questionnaire

<u>Item No.</u>	<u>Scale</u>	<u>Item</u>	<u>Rank Order</u>	<u>Percentage of Factor Explained Variance</u>
36.	Awareness of	Values of and uses of inter-disciplinary instruction.	1	26.0
34.	Awareness of	Environmental influence on learning.	2	26.0
39.	Awareness of	The implications of the open-door policy.	3	25.7
22.	Awareness of	Relationship between test construction/course objectives/achievement and evaluation.	4	25.4
2.	Awareness of	The effects of low reading ability on the performance of students in your classroom.	5	25.0
35.	Awareness of	Grading policy and procedures at LCC.	6	24.6
23.	Awareness of	Techniques and strategies for staying current in your discipline area.	7	24.1
27.	Awareness of	Purposes/uses of audio-tapes.	8	24.0
42.	Awareness of	Rationale for and functions of career development center.	9	23.9
45.	Awareness of	Information on local community characteristics.	10	23.8
13.	Awareness of	Advantages/disadvantages of individualized instruction.	11	23.8
31.	Awareness of	Purposes/uses of program instruction packages.	12	23.8
44.	Awareness of	Potential for providing up-grading of occupational skills.	13	23.7

(continued)

First Factor  
Factorial Analysis of  
Staff Needs Questionnaire  
(continued)

<u>Item No.</u>	<u>Scale</u>	<u>Item</u>	<u>Rank Order</u>	<u>Percentage of Factor Explained Variance</u>
26.	Awareness of	Purposes/uses of video-tapes.	14	23.6
29.	Awareness of	Purposes/use of slides/tapes (including sound-on-slide).	15	23.5
46.	Awareness of	Information on local community needs.	16	23.3
10.	Awareness of	Advantages/disadvantages of group learning and discussion activities.	17	23.3
21.	Awareness of	Credit by examination.	18	23.0
43.	Awareness of	The occupational value of liberal arts courses.	19	22.8
3.	Awareness of	The effects of low writing ability on the performance of students in your classroom.	20	22.7
12.	Awareness of	Advantages/disadvantages of self-directed learning.	21	22.7
4.	Awareness of	Differences in classroom per- formance of students from different ethnic/cultural backgrounds.	22	22.6
17.	Awareness of	Advantages/disadvantages of computer assistance in course management.	23	22.6
30.	Awareness of	Purposes/uses of 8mm/16mm films.	24	22.6
6.	Awareness of	The influence of ethnic/cultural backgrounds on learning dif- ferences.	25	22.3

Table 3

Second Factor  
Factorial Analysis of  
Staff Needs Questionnaire

<u>Item No.</u>	<u>Scale</u>	<u>Item</u>	<u>Rank Order</u>	<u>Percentage of Factor Explained Variance</u>
41.	Interested in	Rationale for and functions of counseling and guidance.	1	25.8
42.	Interested in	Rationale for and functions of career development center.	2	24.8
37.	Interested in	Techniques/strategies of motivating students.	3	24.5
46.	Interested in	Information on local community needs.	4	23.7
22.	Interested in	Relationship between test construction/course objectives/achievement and evaluation.	5	23.5
45.	Interested in	Information on local community characteristics.	6	23.0
4.	Interested in	Differences in classroom performance of students from different ethnic/cultural backgrounds.	7	22.9
36.	Interested in	Value and uses of interdisciplinary instruction.	8	22.8
40.	Interested in	Theories on the psychology of learning.	9	22.5
10.	Interested in	Advantages/disadvantages of group learning and discussion activities.	10	22.4
21.	Interested in	Credit by examination	11	22.3

Table 4

## Comprehensive Factorial Analyses

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7	FACTOR 8
AARE1	0.47648	-0.19958	-0.13094	-0.00108	0.18883	0.12544	0.18406	-0.03207
INTU1	0.32120	0.46500	-0.15871	0.01038	-0.07127	-0.19392	0.26365	-0.07901
AARE2	0.92563	-0.12361	0.12194	-0.01401	0.31438	-0.08383	-0.07320	0.08376
INTU2	0.33573	0.28137	-0.00452	-0.18439	0.37032	-0.04886	0.06655	0.14509
AARE3	0.51698	-0.22831	-0.02074	-0.14003	0.40266	-0.04863	-0.12944	0.10992
INTU3	0.44528	0.16925	-0.17261	-0.14574	0.31177	0.12027	0.12335	0.21147
AARE4	0.51405	-0.18806	-0.15730	-0.22365	0.31493	-0.23987	-0.19913	-0.00719
INTU4	0.25591	0.52701	-0.27235	0.14146	0.35056	-0.23987	0.08103	-0.05080
AARE5	0.46248	-0.10941	0.00500	-0.04631	0.20850	-0.11998	-0.02198	-0.03747
INTU5	0.36768	0.36768	-0.13960	-0.09079	0.21351	-0.26033	-0.05754	-0.07308
AARE6	0.50107	-0.11864	-0.12630	-0.25758	0.35131	0.16480	-0.03379	-0.12000
AARE7	0.28247	0.46605	-0.30484	-0.04415	0.29835	-0.08318	-0.11313	-0.03379
INTU6	0.45539	-0.20593	0.06975	0.16705	-0.11516	-0.29900	-0.11832	-0.12000
AARE8	0.25847	0.43940	0.06185	0.06812	-0.01723	-0.05364	0.08562	0.13283
INTU7	0.49016	-0.14066	-0.04931	-0.01136	-0.01723	0.04464	0.07174	-0.12158
AARE9	0.19517	0.24120	-0.07524	0.04145	-0.05190	0.12378	-0.16351	0.08467
INTU8	0.42967	-0.19462	0.05202	0.16042	-0.08453	-0.23660	-0.30070	-0.05581
AARE10	0.25534	0.41035	0.06921	-0.01254	0.15402	-0.12745	-0.33692	0.05714
INTU9	0.13211	-0.17931	0.00508	-0.17476	0.11968	0.05525	-0.39269	0.08308
AARE11	0.40067	-0.50294	-0.11097	-0.08661	0.25015	0.18783	-0.09417	0.40882
INTU10	0.33368	0.33368	0.06915	-0.21254	0.31856	0.47285	-0.07584	0.44972
AARE12	0.31691	-0.19961	-0.03402	-0.05586	0.12445	0.21476	0.35564	0.22142
INTU11	0.23651	0.37762	0.09693	0.16669	0.07636	0.21476	0.30375	0.25421
AARE13	0.36544	-0.07527	0.23359	0.02852	0.05303	0.11323	-0.01140	-0.01386
INTU12	0.20395	0.37763	0.18262	-0.12852	-0.29379	0.00062	-0.25903	0.02659
AARE14	0.39772	-0.11101	0.40642	-0.16813	-0.11919	0.09204	-0.15216	0.06825
INTU13	0.16079	0.41455	0.38973	-0.02567	-0.35332	0.00252	0.25430	0.00877
AARE15	0.02079	-0.29593	0.62881	0.06431	-0.05220	0.12137	0.05774	0.12005
INTU14	0.15741	0.41669	0.41805	-0.03021	0.19865	0.08235	0.11925	-0.07136
AARE16	0.35310	-0.27228	0.54173	-0.00990	0.04178	0.07006	0.23086	-0.41324
INTU15	0.28366	0.38366	0.40052	0.01884	0.21271	0.04951	0.31296	0.04840
AARE17	0.51350	-0.24704	0.56751	-0.08082	0.18791	0.13057	0.17950	-0.42089
INTU16	0.23943	0.41328	0.21537	-0.08082	0.21716	0.11469	0.28724	-0.11525
AARE18	0.49011	0.01244	0.34290	-0.11918	0.14641	0.11469	0.22350	-0.38805
INTU17	0.34458	0.45481	0.43699	-0.08588	0.06231	0.24840	0.21379	-0.07791
AARE19	0.33328	0.09297	0.35759	-0.02940	-0.01918	-0.26039	-0.15681	-0.09998
INTU18	0.20264	0.43083	0.55575	-0.08830	0.02890	0.11880	0.04479	-0.12999
AARE20	0.39276	-0.10377	0.43309	-0.27325	-0.02890	0.22218	-0.15746	0.01677
INTU19	0.53173	-0.36205	0.31893	-0.09469	0.00935	-0.09618	-0.02566	-0.03276
AARE21	0.45413	-0.22416	0.29564	-0.25959	-0.04710	0.18502	-0.21026	0.15678
INTU20	0.64699	-0.50166	-0.23936	-0.16854	-0.12964	-0.12096	-0.03684	-0.17586
AARE22	0.41546	-0.11546	0.10352	-0.10806	-0.11438	-0.09077	-0.10246	-0.01024
INTU21					-0.05702	0.02191	-0.01306	-0.00482
INTU22					-0.29635	0.05946	0.05946	0.09655

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7	FACTOR 8
INTU22	0.17130	0.55667	0.12310	-0.10048	0.03093	-0.22606	0.19305	-0.02981
AWARE23	0.58196	-0.27101	-0.10613	-0.01578	0.18062	-0.16380	0.02164	0.11371
INTU23	0.06854	0.38081	-0.18483	-0.06541	0.08632	-0.16376	0.16487	0.09553
AWARE24	0.32370	-0.45729	-0.16601	-0.31734	0.06874	-0.02978	0.34627	0.02808
INTU24	0.16144	0.06722	-0.15955	0.49374	0.07429	-0.02340	0.29244	0.00574
AWARE25	0.45394	-0.02732	-0.15816	-0.20920	-0.09355	-0.01408	0.30581	0.15025
INTU25	0.12953	0.60143	-0.16860	-0.01627	-0.20508	-0.21454	0.22144	0.11814
AWARE26	0.56099	-0.52490	-0.08296	0.34649	-0.10608	-0.01190	0.06084	-0.08065
INTU26	0.10517	0.12407	-0.05193	0.77436	0.01532	0.10190	-0.00116	-0.02854
AWARE27	0.57756	-0.34002	-0.03788	0.31977	-0.20388	-0.18805	-0.00105	-0.10551
INTU27	0.31508	0.21108	-0.10828	0.51946	-0.04602	-0.04552	-0.14561	-0.07781
AWARE28	0.42139	-0.28635	0.11306	0.36493	-0.02940	-0.22994	-0.04188	0.19634
INTU28	0.21307	0.26432	0.04653	0.69130	0.02349	-0.04318	-0.07360	0.11199
AWARE29	0.50595	-0.17871	0.13674	0.34949	0.01066	-0.03742	-0.03167	-0.01167
INTU29	0.14206	0.18480	-0.17909	0.75376	0.11890	-0.19673	-0.15208	-0.04575
AWARE30	0.51261	-0.34591	-0.08687	0.37401	0.26289	-0.03817	0.07919	-0.10327
INTU30	0.20800	0.29567	-0.05362	0.43353	0.03584	-0.11972	0.03389	-0.03775
AWARE31	0.50977	-0.24008	0.49207	0.3953	-0.29041	0.03302	-0.00964	-0.21660
INTU31	0.15700	0.39097	0.55325	0.38916	-0.21587	-0.25604	0.06123	0.14439
AWARE32	0.39596	-0.16213	0.55903	0.09123	-0.35436	0.09568	0.07830	0.25771
INTU32	0.19101	0.41166	0.58714	0.22633	-0.17112	-0.16267	0.08583	0.08017
AWARE33	0.41370	-0.34248	0.13158	0.21567	-0.12727	-0.10272	0.16542	-0.01619
INTU33	0.13367	0.29897	0.15962	0.42061	0.03584	-0.08222	0.16542	-0.05757
AWARE34	0.67740	-0.07229	-0.23500	-0.07117	-0.07522	0.24912	-0.03349	-0.03217
INTU34	0.22211	0.61725	-0.19116	-0.08704	0.12579	0.17354	-0.08677	-0.21425
AWARE35	0.60963	-0.13165	0.00814	-0.11987	-0.03158	-0.12696	-0.13001	-0.04419
INTU35	0.34361	0.42376	0.03113	0.02890	-0.11873	-0.04271	0.04438	-0.11374
AWARE36	0.67875	-0.10753	-0.16336	-0.01266	-0.13788	0.13974	-0.08951	-0.16813
INTU36	0.15399	0.10753	-0.07752	0.17148	-0.14611	0.23191	-0.16421	-0.05167
AWARE37	0.70438	-0.52421	-0.06781	-0.06731	0.07295	-0.00622	0.16254	0.11242
INTU37	0.06305	0.29419	-0.16873	0.04900	-0.03698	-0.01638	0.15847	0.16944
AWARE38	0.60487	-0.17124	-0.38358	-0.15209	-0.00908	0.02734	-0.02945	-0.12924
INTU38	0.28379	0.40159	-0.32822	-0.13259	-0.05377	-0.05735	0.04945	-0.21160
AWARE39	0.66367	-0.15929	0.10552	0.04001	-0.00682	-0.21278	-0.06107	0.05315
INTU39	0.47068	0.26230	-0.02879	-0.07131	0.24438	-0.26921	0.12072	-0.11557
AWARE40	0.52089	0.05813	-0.25357	-0.18711	-0.35322	-0.12154	0.00081	0.23188
INTU40	0.31612	0.50082	-0.12432	0.04302	-0.19014	-0.15197	0.05492	-0.09704
AWARE41	0.36599	0.03062	-0.44596	-0.14012	-0.09055	0.16653	0.24951	0.21095
INTU41	0.16142	0.66778	-0.35237	-0.12012	-0.15189	-0.13657	0.14041	0.09963
AWARE42	0.57347	-0.67588	-0.24033	-0.17201	-0.15363	-0.21486	0.04290	0.02749
INTU42	0.23513	0.61944	-0.18307	-0.09835	-0.24866	-0.08115	0.05126	-0.13014
AWARE43	0.52067	-0.01461	-0.08521	-0.01821	-0.21278	-0.06235	-0.15761	-0.19007
INTU43	0.34741	0.47852	-0.01021	0.08612	-0.03320	0.06333	-0.13850	-0.21800
AWARE44	0.56247	-0.21261	-0.17104	-0.05395	-0.3024	0.16904	0.05858	-0.14836
INTU44	0.09375	0.32010	-0.02711	-0.02859	-0.3496	0.11391	0.11137	-0.28405
AWARE45	0.57004	-0.04496	-0.31981	0.17127	-0.18950	0.23855	-0.18603	-0.04466

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7	FACTOR 8
INTU45	0.22085	0.52928	-0.34082	-0.01098	-0.07555	0.17045	-0.00731	0.14614
AWARE46	0.54707	-0.15075	-0.41877	0.07797	-0.15332	0.30982	-0.05103	-0.11978
INTU46	0.30808	0.56606	-0.39097	0.00460	-0.03603	0.13818	-0.05816	-0.02976
AWARE47	0.49324	-0.19827	-0.20944	-0.05427	-0.15568	0.14707	-0.05789	-0.04880
INTU47	0.10561	0.27729	-0.13930	0.01832	-0.16118	0.38653	-0.11283	-0.06097
AWARE48	0.43393	-0.20179	-0.29891	0.08437	-0.13306	0.07603	0.12776	0.05189
INTU48	0.15295	0.09593	-0.01226	0.42233	-0.07965	-0.00706	0.05385	0.04236
AWARE49	0.43710	-0.20325	-0.34930	0.04028	-0.21861	-0.01248	0.17292	-0.02423
INTU49	0.13336	0.33231	-0.21584	0.39489	0.01356	0.31170	-0.02874	0.08460
AWARE50	0.34036	0.07831	0.16608	-0.27750	0.05947	-0.11188	-0.36209	0.12682

Appendix B

AIDP  
Staff and Instructional Development  
Questionnaire

## AIDP STAFF AND INSTRUCTIONAL DEVELOPMENT QUESTIONNAIRE

### General Directions:

Please complete all items as indicated. It is not necessary that you identify yourself on this questionnaire. Its purpose is to provide the AIDP Staff and Instructional Development Specialists with information for planning purposes. Your cooperation is appreciated.

### Section 1

Directions: Check the appropriate boxes

1. Type of employment

☐ a. full-time

☐ b. part-time

2. Division or Department

☐ a. Library/Media Center

☐ b. Student Services

☐ c. Arts & Humanities

☐ d. Language Arts

☐ e. Math & Science

☐ f. Social Sciences

☐ g. Business Education

☐ h. Vocational-Technical Education

☐ i. Student Services (Counseling & Guidance)



## Section 2

**Directions:** Following are a list of descriptions which relate to needs/skills that might characterize the staff capabilities of any good college faculty. Some needs/skills are obviously more important than others. Some of the needs/skills exist to a greater extent at Leeward Community College than others. It is important to determine the faculty's perceptions as to which kind of staff and instructional development efforts are most needed. Completing this section of the questionnaire will help the AIDP staff do this.

On the left, there are five numbers. By circling one of the numbers, you can indicate the extent to which you are aware of the attribute described. A "1" circled would indicate a low estimate of awareness and a "5" would be representative of the highest degree of awareness.

On the right side are a similar set of numbers. By circling one of the numbers, you can indicate your interest in learning more about the attribute or in having LCC pursue the problem or attribute mentioned.


By completing the two ratings and using the appropriate statistics, it will be possible to gauge the relevance of pursuing any staff and instructional development activities relative to the subject listed. Likewise, this supportive data will be very useful as a guide to the AIDP staff in terms of meeting, planning and implementing activities with the individual faculty members and the department and/or the division members.

### Awareness of

### Interested in

Low 1 2 3 4 5 High	Purposes and uses of cognitive mapping (matching learning style to instructor teaching style)	Low 1 2 3 4 5 High
Low 1 2 3 4 5 High	The effects of low reading ability on the performance of students in your classroom.	Low 1 2 3 4 5 High
Low 1 2 3 4 5 High	The effects of low writing ability on the performance of students in your classroom.	Low 1 2 3 4 5 High
Low 1 2 3 4 5 High	Differences in classroom performance of students from different ethnic/cultural backgrounds.	Low 1 2 3 4 5 High
Low 1 2 3 4 5 High	Differences in academic performance of students over 30 as opposed to students under 30.	Low 1 2 3 4 5 High
Low 1 2 3 4 5 High	The influence of ethnic/cultural backgrounds on learning differences.	Low 1 2 3 4 5 High
Low 1 2 3 4 5 High	Purposes and uses of performance objectives.	Low 1 2 3 4 5 High

Awareness of								Interested in							
Advantages/disadvantages of the following teaching strategies:															
8a.	Low	1	2	3	4	5	High	a. team teaching	Low	1	2	3	4	5	High
9.	Low	1	2	3	4	5	High	b. lecture techniques (including media supported lectures)	Low	1	2	3	4	5	High
0.	Low	1	2	3	4	5	High	c. group learning and discussion activities	Low	1	2	3	4	5	High
1.	Low	1	2	3	4	5	High	d. simulation and gaming	Low	1	2	3	4	5	High
2.	Low	1	2	3	4	5	High	e. self-directed learning	Low	1	2	3	4	5	High
3.	Low	1	2	3	4	5	High	f. individualized instruction	Low	1	2	3	4	5	High
4.	Low	1	2	3	4	5	High	g. programmed instruction	Low	1	2	3	4	5	High
5.	Low	1	2	3	4	5	High	h. computer-assisted instruction	Low	1	2	3	4	5	High
6.	Low	1	2	3	4	5	High	i. computer-generated tests	Low	1	2	3	4	5	High
7.	Low	1	2	3	4	5	High	j. computer assistance in course management	Low	1	2	3	4	5	High
8.	Low	1	2	3	4	5	High	Competency testing	Low	1	2	3	4	5	High
9.	Low	1	2	3	4	5	High	Diagnostic testing	Low	1	2	3	4	5	High
0.	Low	1	2	3	4	5	High	Your students' performance on existing diagnostic tests at LCC.	Low	1	2	3	4	5	High
1.	Low	1	2	3	4	5	High	Credit by examination	Low	1	2	3	4	5	High
2.	Low	1	2	3	4	5	High	Relationship between test construction/course objectives/achievement and evaluation.	Low	1	2	3	4	5	High
3.	Low	1	2	3	4	5	High	Techniques and strategies for staying current in your discipline area.	Low	1	2	3	4	5	High
4.	Low	1	2	3	4	5	High	Purposes/uses/preparation of video-tapes.	Low	1	2	3	4	5	High
5.	Low	1	2	3	4	5	High	The effectiveness of counseling/guidance theories and student performance.	Low	1	2	3	4	5	High
Purposes/uses of the following media as instructional tools:															
Low	1	2	3	4	5	High	a. video-tapes	Low	1	2	3	4	5	High	
2	3	4	5	High			b. audio-tapes	Low	1	2	3	4	5	High	

ERIC  
Full Text Provided by ERIC

74

Awareness of

Interested in

Low	1	2	3	4	5	High	c. filmstrips	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	d. slides/tapes (including sound-on-slide)	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	e. 8mm/16mm films	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	f. program instruction packages	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	g. programmed textbooks	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	h. graphics	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	Environmental influence on learning.	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	Grading policy and procedures at LCC.	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	Value of and uses of interdisciplinary instruction.	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	Techniques/strategies of motivating students.	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	Gerontology/Elderly as special learners.	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	The implications of the open-door admissions policy.	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	Theories on the psychology of learning.	Low	1	2	3	4	5	High
							Rationale for and functions of							
Low	1	2	3	4	5	High	a. counseling and guidance	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	b. career development center	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	The occupational value of liberal arts courses.	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	Potential for providing up-grading of occupational skills.	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	Information on local community characteristics.	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	Information on local community needs.	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	Off-campus delivery of instruction.	Low	1	2	3	4	5	High
Low	1	2	3	4	5	High	Cable TV as an instructional medium.	Low	1	2	3	4	5	High

Awareness of

Interested in

Low 1 2 3 4 5 High

Resources in the community for use in  
your classroom instruction.

Low 1 2 3 4 5 High

Low 1 2 3 4 5 High

Classroom difficulties of students for  
whom English is a second language.

Low 1 2 3 4 5 High

Please list other skills/needs that are relevant for your particular job which are  
not mentioned here.

Section 3

Directions: Rank the following types of staff development techniques in terms of  
their comparative worth. Please give each item a numerical designation (1 through 8)  
with the "1" representing the most important staff development technique.

- ☐ a. released time for projects
- ☐ b. workshops
- ☐ c. retreats
- ☐ d. sabbaticals for travel and study
- ☐ e. formal graduate work
- ☐ f. exposure to professional consultants and/or visiting lecturers
- ☐ g. practicum
- ☐ h. information on successful programs and new ideas from other colleges,  
here and on the mainland

If arrangements could be made with CCECS to offer credit courses at the LCC  
campus, what types of courses would you register for?

Section 4  
(Optional)

Directions: The purpose of this part of the questionnaire is somewhat different. The AIDP Staff and Instructional Development Specialists would like to determine the willingness of the staff to participate personally in certain kinds of staff development activities. You may choose not to complete this portion of the instrument at this time. If you do wish to provide the information solicited herein, detach this portion of the questionnaire and forward it separately to the AIDP Office, AD-103.

Please check the appropriate spaces. Your signature on this section of the survey could be helpful in facilitating the acquisition of the material, the kinds of activities and workshop described.

	Video-tapes	Sound-on-slide tapes	Filmstrips	Program instruction packages	Computer-assisted instruction programs	Team-teaching methodologies	Textbook and workbook material	Field study material	Graphics	Audio-tapes	Simulation/gaming models	Others
1. Not interested at this time.												
2. Would like to learn more about.												
3. Would buy commercially produced material and use.												
4. Would develop my own materials and use.												
5. Would help others develop for use.												

\_\_\_\_\_  
Signature

## Appendix C

Materials and Products  
Produced or Purchased as  
Part of Curriculum  
Development Project 3.2.3

Table 1. Sound-On-Slide Programs

1	Air Pollution Injury to Vegetation	1.0*
2	Atomic Sizes	0.75
3	Structures of Carbon Compounds	0.6
4	The Naming of Organic Compounds: I. Saturated Hydrocarbons	0.6
5	The Naming of Organic Compounds: II. Unsaturated Hydrocarbons	0.6
6	The Naming of Organic Compounds: III. Oxygen and Nitrogen Containing Compounds	0.6
7	Using the Mettler P-160 Balance	0.75

\*Level of completion, 75% is listed as 0.75, etc.

Table 2. Media Augmented Lectures

Chemistry 101

1	Inversions	0.8*
2	The Rise and Fall of DDT	0.8
3	A Warning: Science is Not Absolute	1.0
4	Chemistry: A Historical Perspective	1.0
5	Basic Vocabulary	0.9
6	Nuclear Energy	0.8
7	Effects of Air Pollution on Plants	1.0
8	What is Environmental Chemistry?	1.0
9	What is Pure Water?	0.7
10	The Automobile and Air Pollution	0.9
11	Drugs	0.8

Chemistry 113

12	Thermochemistry	1.0
13	Periodic Relationships	1.0
14	The Solid State	1.0
15	Solutions	0.8
16	Radioactivity	0.8
17	Intermolecular Attractions	0.8
18	Chemical Bonding	0.8
19	Atomic Structure	0.8

\*Level of completion, 75% completed is 0.75, etc.



Table 3. Purchase List of Commercial Multimedia Materials

Communication Skills Corporation, Filmstrip/Audio Cassette

- #814 Preparing Solutions
- 819 Colorimetric Analysis
- 851 Electron Configurations and Orbital Diagrams
- 852 Atomic Structure and the Periodic Chart
- 853 Inter-Atomic Electrical Forces
- 854 Classification of Elements, Metals, Non-Metals, Metalloids
- 861 Bonding Between Atoms of the Same Element: Metals and the Metallic Bond
- 862 Bonding Between Atoms of the Same Element: Non-Metals and the Covalent Bond
- 863 Bonding Between Atoms of Different Elements, Metals and Non-Metals--The Ionic Bond
- 881 Chemical Equilibria: Molecular and Ionic, Problems Involving  $K_{eq}$  &  $K_1$
- 882 Common Ion Effect Principle, Ion Product Constant for Water, and Introduction to pH
- 883 pH, pOH, and Buffers
- 884 Hydrolysis of Salts
- 885 Polyprotic Acids and Solubility Product Principle
- 886 Titration Curves and Indicators
- 891 Boyle's Law, Charles' Law and Gay-Lussac's Law
- 892 General Gas Law and Dalton's Law of Partial Pressures
- 893 Gay-Lussac's Law of Combining Volumes, Avogadro's Law, Molar Volume, and Molecular Weights
- 894 Generalized Gas Equation-- $PV=nRT$
- 896 Introduction; Preparing Percent, Molar and Normal Solutions
- 897 Dilution and Titration Problems
- 898 Mole Fraction and Molar Concentration: Boiling Point Elevation & Freezing Point Depression
- 3001 Principles of Atomic Absorption
- 3003 Optimizing Instrument Conditions
- 3004 Sample Preparation and Special Sampling Techniques

Harper and Row Publishers, Slides (30)

Architecture of Heme Proteins and Enzymes

Science Related Materials, Inc, Overhead Transparencies

Computer Plots of the Electronic Structure of Atoms and Molecules:  
Introduction to Atomic Structure Series  
Essentials of Bonding Series

Science Related Materials, Inc, Models

The Structure of Crystals  
Giant-Size Biochemistry Models: Peptide Set